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ABSTRACT

This final report documents the activities of a 3-year, federally funded project designed to train professionals to meet the needs of students with attention deficit disorders (ADD). The project developed, field tested, revised, and disseminated training modules to mini-team trainers, university/college instructors, and parents that addressed: the etiology of ADD; federal laws and regulations related to ADD; school-based evaluation and assessment processes; medication; educational strategies; and behavioral strategies. The project also trained regional teams of educational personnel to serve as inservice providers and consultant/resource persons for local education agency staff and parents. A system for ongoing inservice training and dissemination of the training modules was also created. The report lists each goal and objective of the project with related activities. An appendix includes an evaluation plan table, the no-cost time extension request for the project, and the annual performance report for the Three Year Project Sumary, October 1, 1992-December 31, 1995, that summarizes the outcomes of the project. (CR)

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SEA-IHE Collaborative Inservice, Preservice and Mini-Team Personnel Preparation Project for Serving Students with Attention Deficit Disorder.

Project Number H029K20349

Evaluation Report
Year 3
October 1, 1994 - December 31, 1995

by

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February 11, 1996

EC 306 433

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INTRODUCTION

The purpose of this report is to document the end-of-year report and external evaluation of Grant #H029K20349, **SEA-IHE COLLABORATIVE INSERVICE, PRESERVICE AND MINI-TEAM PERSONNEL PREPARATION PROJECT FOR SERVING STUDENTS WITH ATTENTION DEFICIT DISORDER**. The stated goals of this project include the following:

Goal 1: **Develop and field test inservice/preservice modules for general and special educators and related services personnel.**

Goal 2: **Develop and field test parent training modules.**

Goal 3: **Train regional teams of educational personnel to serve as inservice providers and consultant/resource persons for local education agency staff and parents.**

Goal 4: **Create a system for ongoing inservice training and dissemination of the training modules upon completion of the project.**

This is a three year grant funded by the U.S. Department of Education for the purpose of training professionals to meet the needs of students with attention deficit disorder. This report includes an evaluation of progress toward meeting objectives for the third project year.

PROCEDURES

Selection of the Reviewer:

The reviewer was employed as an independent contractor to evaluate progress toward meeting objectives during the third year of project funding (October 1,1994 - September 30, 1995 and extended through December 31, 1995). The reviewer became familiar with the project while completing the project's first and second year evaluations. The reviewer's qualifications for conducting the evaluation of the project accomplishments include experience in writing and administrating Title VI-B, CSPD and Goals 2000 grants, serving as a member on the state's CSPD committee for 10 years, member of the state's Coordinating Council for Part H funds, member of the advisory board for Kansas Project Partnership and having 17 years experience as a special education administrator for local education agencies in Kansas.

Materials used in the Review:

All project documents including training materials, summarized participant workshop ratings, project correspondence, grant applications, the project budget notebook as well as project personnel were made available to the reviewer by the

project administrator and served as the primary sources of information pertinent to the third year evaluation. Interviews with the project administrator were most helpful. This evaluator also participated in the two day mini-team training in order to gain first hand information about the training and obtain additional knowledge about attention deficit disorder.

"Goals", "objectives" and "accomplishments", used in this report refer to the list of goals, objectives, and accomplishments listed in the original proposal. Appendix A is a copy of the original application's Evaluation Plan Table. Conversations with the project administrator are summarized in the evaluative comments.

Limitations of the Report:

The reviewer made only a few attempts to evaluate the effectiveness of training activities or the quality of training materials. Rather, this report is limited to an analysis of planned and actual activities during the third year of the project in order to determine whether project staff have carried out those activities which they report to have accomplished. In some cases, the reviewer did note specific instances where exemplary level of activities were carried out as planned or where an activity did not meet the project's intent.

Organization of the Report:

Each goal and objective with related activities and a review of those activities is listed in the pages to follow. The report follows the format and order of the project goals, objectives, and activities as listed in the project proposal. Likewise, the numbering of goals, objectives, and activities is identical to that in the proposal so that this report may be cross referenced with documentation housed in the office of the Student Support Services Section (previously named Special Education Outcomes Team (SPOT), Kansas State Board of Education (KSBE), 120 SE 10th Avenue, Topeka, Kansas 66612.

MANAGEMENT PLAN

SEA-IHE Collaborative Inservice, Preservice
and Mini-Team Personnel Preparation Project
for Serving Students with Attention Deficit Disorder.

Year 3

Management Plan.

Management Objective 1: To recruit, train, and monitor performance of key personnel.

Activity 1.1: Develop job descriptions.

Section 5 of the grant, Quality of Key Personnel, contains role descriptions for project personnel. The development of job descriptions was completed during the first year of the project. No new positions were added requiring related job descriptions during the second and third years.

Activity 1.2: Recruit personnel.

Qualified personnel have been employed in each of the identified key personnel and staff positions. The Kansas State Board of Education (KSBE) and the Student Support Services Section followed appropriate procedures for recruiting staff.

Activity 1.3: Establish selection committees to assist in staff selection.

Staff search and selection are completed through a search committee established by the Personnel Team of KSBE. Search includes public advertisement and nondiscriminatory selection and is included as part of the project administrator's performance expectation filed in Student Support Services Section.

Activity 1.4: Employ staff.

Contracts are on file at the office of the KSBE verifying employment.

Activity 1.5: Assign objectives to staff based on job descriptions, establish time frames, and criteria for completion.

Each staff member is assigned performance expectations which include time frames (completion dates and criteria for completion (indicator product). These expectations are completed in writing and kept on file with project support materials.

Activity 1.6: Monitor performance through weekly reports and conferences with staff about tasks accomplished, obstacles encountered assistance required, and next steps.

Minutes of grant staff meetings are recorded and maintained with project records. Informal correspondence is maintained in the project notebook.

Activity 1.7: Add new staff if a vacancy occurs or additional staff is required. If employment of staff is necessary, the Project Administrator will work with the KSBE Director of Personnel.

Clerical support staff position was filled by Maggie Atherton during the third year of the project.

Management Objective 2: To establish procedures for planning and evaluation of project activities to assure attainment of objectives.

Activity 2.1: Conduct an analysis of project work scope.

The analysis of the project's effectiveness and direction is an ongoing process. Information is available from the internal and external advisory committees, the formal evaluations for the first and second years of the project, and evaluations of presentations and project materials. The grant staff has used the information obtained through the analysis of the project to make minor yet effective adjustments (i.e. adjustments in the time lines for project products to be completed, revisions in the module materials).

Activity 2.2: Establish activity logs and major activity assignment sheets for staff to record actions taken on project objectives, time frames, and next steps to be taken.

Documentation of activities and actions is completed regularly by project staff. Documentation includes: minutes of meetings, telephone logs, local mini-team training logs, and a Correspondence Notebook.

Activity 2.3: Report progress on activities to the State Board of Education, Board of Regents, CSPD State Committee, State Special Education Advisory Council, Project Advisory Council, and at regularly scheduled KSBE special education staff meetings.

Project Director Joan Miller provided documentation for reports to the Education Program Specialist for the Office of Special Education Programs, to local education agency administrators, and to the State Board of Education during this year. The Spotlight , the newsletter for Student Support Services Section, included a project report in its October issue. Each of the members of the various boards and council have access to the newsletter.

Activity 2.4: Use input from in-house advisory groups to consider obstacles in terms of either 1) possible strategies to overcome obstacles, or 2) potential need for revision of operational procedures.

Suggestions solicited form in-house staff meetings are considered for solving problems in the project and/or enhancing specific activities.

Activity 2.5: Incorporate strategies and revisions into project procedures.

Information has been used for developing and revising materials, organizing training sessions, and establishing meeting agendas.

Activity 2.6: Request approval by Office of Special Education and Rehabilitation Services (OSERS) project officer of any major changes.

A request for a no-cost time extension of the third year was formally requested on November 1994 (see No-Cost Time Extension (NCTE)Request Appendix B).

Management Objective 3: To develop and maintain linkages.

Activity 3.1: With the assistance of both the internal and external advisory groups, identify entities who will participate in contributing to each phase of the project, as well as those who should be kept informed of project activities, type of information needed, and individual contact persons with whom to communicate.

The external advisory group met on September 1994 and again in February 22, 1995 in Lawrence, KS. Members of the external group express a high level of interest in the project and would welcome more information about the project and its products.

Good communications have been used with internal group members. Documentation includes letters, summaries of telephone conversations, and brief memos are included in the project's files.

Activity 3.2: With the assistance of both the external and internal advisory groups, determine linkage procedures for each entity (i.e., written reports, meetings, telephone, etc.) and establish time frame and staff assignments for contacts.

The project director maintains accurate records of correspondence. The linkage procedures for each entity have been established for the three years of the project.

Activity 3.3: Maintain records of linkage time frames, procedures employed, information, accomplishments, and completions.

Consistent and accurate records are maintained for the project. Members of the internal advisory group provide written documentation acknowledging their role, current involvement, and future obligations to the project.

Management Objective 4: To develop and implement fiscal and administrative control systems.

Activity 4.1: Establish and implement procedures for contracting for needed services.

KSBE and Student Support Services have procedures in place for requesting, reviewing and writing contracts through the Legal Department of KSBE. Project records include contracts to consultants and presenters, module developers (writers), video producers, project staff, and for services (workshop and meeting accommodations). Contracts were also written for Interactive Teaching Network (ITN) Telecasts, mini team training, and project evaluation.

Activity 4.2: Develop and implement project accounting procedures to assure compliance with U.S. Department of Education and State regulations.

Accounting procedures and documentation are maintained at a quality level by the project staff. Records are also maintained by the Finance Office of the KSBE.

Activity 4.3: Monitor budget expenditures.

Excellent records are available for any project activity. The budget notebook is maintained by the project director.

Activity 4.4: Establish a project filing system using a taxonomy relevant to project objective/activities and project evaluation data management.

The project staff has developed a filing system that follows the project's Management Plan activities and Implementation Plan activities. This system is very helpful to anyone reviewing the project. Separate notebooks containing correspondence, accounting, and the grant application for each year are also maintained as part of the filing system.

Implementation Plan.

Implementation Objective 1: To establish training sites.

Activity 1.1: Identify annually area education service centers, cooperatives, and local education agencies that do not have trained mini-teams.

Two sites were identified and used for training during the first year. Three sites were used for training in the second year (Wichita, Northwest Kansas Education Service Center, and High Plains Educational Cooperative - Southwest). Three sites were used for mini-team training this third year. They included Olathe (25 participants), North Central Kansas Educational Service Center, Concordia (24 participants), and Salina (25 participants). The Salina training was provided in December 1995 as an additional training which was not required as part of the original proposal. This decision demonstrates the response of Joan Miller, Project Director, and the continued need for the training.

Activity 1.2: Communicate with the local administrators of potential sites to determine need and interest.

Joan Miller visited with area administrators to determine specific needs and level of interest. Letters documenting these visits are included in the Correspondence Notebook.

Activity 1.3: Identify sites and schedule training. This includes scheduling two-way interactive television time for training personnel.

Two day training was scheduled and completed at each of the identified sites this year. Three sites were used for mini-team training this third year. They included: Olathe, North Central Kansas Educational Service Center, Concordia, and Salina.

Mini-team training was not conducted by Two Way Interactive Television (ITV) because of the poor evaluations from participants training during the second year of the project.

Addition inservice was provided through the Interactive Teaching Network (ITN) from The University of Georgia. The program topic was "Attention Deficit Disorders" . The purpose of the Attention Deficit Disorders series was to disseminate teaching strategies and practical information about students with attention deficit disorders. The 1994-95 telecast focused on (1) proven strategies for teaching students with attention deficit disorders, (2) promising practices for high school students and adults, and (3) collaboration among parents, teachers, and other professionals. ITN broadcast were provided on January 10, 1995 (Lifespan Development); March 14, 1995 (Inclusive Instruction: One Option For ADD); and May 9, 1995 (Promising Practices For Students

With ADD). Attendance records show that 240 individuals participated across the state in the telecast.

Contract records also show that the Project Administrator obtained the ITN programs for a very reasonable price saving $275 per site.

Implementation Objective 2: To develop inservice training modules.

Activity 2.1: Develop modules.

2.1.1. With input from Advisory Council, Consultants, Project Administrator, and SEA Staff Supervisory Group, identify competencies.

2.1.2. With input from Advisory Council, Consultants, Project Administrator, and SEA Staff Supervisory Group, develop the inservice training modules.

Activity 2.2: Field test modules with first group of mini-team members.

Activity 2.3: Revise the modules based on the results of the field test.

Attention Deficit Disorder Trainer's Handbook was completed by members of the Kansas ADD Education Project in 1993. Contributing authors include: Michele Berg, Ph.D.; Carleen Franz, Ph.D.; Trudy Stegelman, M.S.; C. Wilson Anderson, Jr., M.A.T.; and Sergio Delgado, M.D.

The manual was designed to provide ADD trainers with the materials needed to conduct presentations in their home school districts for school personnel and/or parent groups.

It is designed so that trainers can use the entire manual, or present sections separately as the group or time allows. The intent is to provide full information in all areas and allow the trainer to access sections or portions which are appropriate for each situations.

Revisions to the Attention Deficit Disorder Trainer's Handbook were mailed to mini team trainers on September 28, 1994. Nine (9) revisions were made to the text of the manual and six (6) revisions were made to overhead transparencies provided with the manual. Revisions were handed out separately with the Trainer's Handbook throughout the third year of the project's mini-team training sessions.

A video tape, titled "Attention Deficit Disorder: A Common But Often Over looked Disorder Of Children", was produced by Innovative Communications Corporation. Copies and the master were mailed to Joan Miller on February 22, 1995.

Implementation Objective 3: To develop consultation/technical assistance modules.

Activity 3.1: Develop modules.

3.1.1. With input from Advisory Council, Consultants, Project Administrator, and SEA Staff Supervisory Group, identify competencies.

3.1.2. With input from Advisory Council, Consultants, Project Administrator, and SEA Staff Supervisory Group, develop the consultation/technical assistance modules.

No modules were developed for consultation/technical assistance. Internal and external advisory groups determined that technical assistance required a personal contact. Members of the internal group consistently offered their assistance to anyone requesting help.

Technical assistance is provided through sharing of information and making on-site visits if necessary. The video tape of the training also provides assistance on an individual basis.

Joan Miller reports on December 6, 1995,"Technical assistance has been provided to at least 600 individuals in local education areas, and will continue until December 30, 1996."

Activity 3.2: Field test modules with first group of mini-team members.

Field testing of technical assistance modules did not occur at anytime in the project.

Activity 3.3: Revise the modules, based on the results of the field test, revise the modules.

No modules were developed for consultation/technical assistance. As stated in last year's report it is again recommended to drop this objective.

Implementation Objective 4: To develop preservice training modules.

Activity 4.1: Develop modules

4.1.1. With input from Advisory Council, Consultants, Project Administrator, and SEA Staff Supervisory Group, identify competencies.

4.1.2. With input from Advisory Council, Consultants, Project Administrator, and SEA Staff Supervisory Group, develop the preservice modules.

Revisions to the preservice training module were made at the very end of the second year of the project and were not mentioned in last year's project evaluation. Dr. Steve Colson completed the revisions and mailed them to Joan Miller on September 1, 1994.

Minutes of the ADD Advisory Council and KS/MO Consortium joint meeting (February 22, 1995) state, " Joan circulated a copy of the IHE Preservice training module, compiled and field tested by Dr. Steve Colson, University of Kansas Medical Center. She gave report on the Year 3 activities Dr. Steve Colson will be working on. Everyone received a copy of the activities he currently has scheduled...A motion was make and seconded that a copy of the "IHE Preservice Training Module with a cover letter be given to each Department Chair of Special Education at the universities in Kansas."

Activity 4.2: Field test modules with first group of preservice personnel trained.

(Activity 4.2, Field test modules, were completed during the second year of the project.)

Activity 4.3: Based on the results of the field test, revise the modules.

(Activity 4.3, Revise modules, were completed.)
Feedback from field test presentations, audience, instructor, and presenter was used to revise the preservice training modules.

As reported previously for Activity 4.1.
Revisions to the preservice training module were made at the very end of the second year of the project and were not mentioned in last year's project evaluation. Dr. Steve Colson completed the revisions and mailed them to Joan Miller on September 1, 1994.

A copy of the preservice training module (1994) is included with the KSBE files for the project .

Implementation Objective 5: To train mini-teams to enable them to provide technical assistance and direct training to local personnel serving students with ADD.

Activity 5.1: Provide workshops for mini-team members. SEA supervisory personnel will also assist.

Two day training was scheduled and completed at each of the identified sites this year. Two sites were used for mini-team training this third year (Olathe, North Central Kansas Educational Service Center in Concordia, and Salina).

Additional inservice training was provided through the Interactive Teaching Network (ITN) from The University of Georgia. Program topic was "Attention Deficit Disorders" . The purpose of the Attention Deficit Disorders series was to disseminate teaching strategies and practical information about students with attention deficit disorders. The 1994-95 telecast focused on (1) proven strategies for teaching students with attention deficit disorders, (2) promising practices for high school students and adults, and (3) collaboration among parents, teachers, and other professionals. ITN broadcast were provided on January 10, 1995 (Lifespan Development); March 14, 1995 (Inclusive Instruction: One Option For ADD); and May 9, 1995 (Promising Practices For Students With ADD). Attendance records show that 240 individuals participated across the state in the telecast.

Activity 5.2: Evaluate and revise team training.

Evaluations were conducted at each team training site. Presentations were rated according to their effectiveness based on the following:

- Appropriate amount of lecture and audience participation.
- Facilities were adequate and appropriate.
- Overall Effectiveness of Meeting.
- Presenter used effective presentation strategies.
- Presenter was well organized.
- Presenter was responsive was responsive to questions.
- Presenter demonstrated a thorough knowledge of topic.
- Presenter provided appropriate handout materials.

Responses from the participants in mini-team training were quite high for the training sessions. Items on the evaluation form were rated in the Above Average to Excellent range (4.88 - 4.21 on a scale 5 - 1. A rating of 5 was considered excellent.).

Pretest and post-test were given to each of the mini-team trainees. These test demonstrated the level of knowledge participants had regarding students with attention deficit disorders before and after the training. The average improvement by

the participants in the Salina training was 18.3% in their knowledge of ADD. Not only does this indicate the need and effectiveness of the training, it is important to note that the majority of the participants were special educators.

Implementation Objective 6: To train local education personnel through inservice provided by mini-teams.

Activity 6.1: Provide training to local personnel.

C. Wilson Anderson provided detailed documentation of his efforts to communicate to ADD Grant Trainers. In a memo dated October 27, 1994 Wilson Anderson shares the updated version of the Trainer's Manual, reminded administrators of financial assistance for materials from the grant and reminded trainers of the need to schedule local training sessions. Additional reminders were mailed on November 30, 1994, and December 5, 1994. On March 22, 1995 Wilson Anderson disseminated a form to trainers for reporting local workshop dates. According to a May 4, 1995 letter from Wilson Anderson to trainers, he had received 77 responses from a possible 144 trainers. Each letter from Wilson Anderson was friendly and offered his personal support. Information regarding the local training is filed in alphabetical order by the trainer's name in a notebook.

Joan Miller has maintained a database of "ADD Grant Contacts-Parents-Educators-Coordinator Information Dissemination". This database contains approximately 132 names and addresses.

Many participants in the mini-team training indicated that they were not aware of a commitment to conduct local inservice. It appears impossible to determine the source for this confusion. Letters from project personnel consistently indicate an obligation for mini-team trainer to conduct local training. However, documentation does exist identifying local training had been completed.

Activity 6.2: Evaluate and revise team training.

As a result of poor communication from local mini-teams few direct observations of local training were conducted. Wilson Anderson and Joan Miller consistently made their availability known.

Implementation Objective 7: To assure the quality of inservice training provided by mini-teams to local personnel.

Activity 7.1: Observe mini-team training.

As a result of poor communication from local mini-teams few direct observations of local training were conducted. Wilson Anderson and Joan Miller consistently made

their availability known.

Wilson Anderson reports making 13 presentations to non-grant participants from October 1994 to April 1995.

Activity 7.2: Evaluate mini-team training.
Activity 7.3: Provide corrective feedback to mini-teams.
Activity 7.4: Repeat the above activities until mini-teams are proficient.

Activities 7.2; 7.3; and 7.4 were not successfully completed. Successful local training was determined by the fact that local trainers conducted and reported local training. Information is not available about the quality of presentations.

Implementation Objective 8: To provide preservice training to prepare future school personnel to serve students with ADD.

Activity 8.1: Provide preservice training in classes identified by faculty at participating IHEs in Kansas

Dr. Steve Colson, University of Kansas Medical Center, reported to the Advisory Council his plans to give lectures to institutions of higher education in Kansas beginning in February 1995 and completing the task by September 30, 1995. Sites scheduled were University of Kansas, Kansas State University, Avila, Emporia State University, and Associated Colleges of Central Kansas (McPherson College, Bethel College, Tabor College, Sterling College, and Kansas Wesleyan College).

Activity 8.2: Provide relevant practical experiences for trainees.

Professors of the special education classes report that the training and presentations were relevant to the needs of their college students. In summary their opinions were that the preservice materials are of excellent quality.

Activity 8.3: Evaluate and revise training modules.

Revisions were made in the training module at the end of the project's second year and approved by the advisory council in February 1995.

Implementation Objective 9: To provide consultation to LEA staff.

Activity 9.1: Provide technical assistance when requested.

Joan Miller and C. Wilson Anderson consistently offer technical assistance while corresponding to trainers, administrators and parents about the grant. Joan Miller reports providing over 600 contacts for technical assistance. Joan conducted inservice in Salina and Andover during this project year; presented at the 1995

Kansas Speech & Hearing Association Convention in Lawrence. KS; Dyslexia Society, LeCompton; and to social workers during the State CEC Convention.

In addition to specific technical assistance Wilson Anderson reports making presentations to 13 non-grant educational agencies during the 3rd year.

(Annual Performance Report Appendix C)

Activity 9.2: Act as a broker to LEAs to locate consultants with expertise in serving students with ADD.

(Activity 9.2, Local consultants, has been completed).
Experts in serving students with ADD have been located and obtained for this project. They include:Michele Berg, Ph.D. , of the Menninger Center for Learning Disabilities; Sergio V. Delgado, M.D., of the Menninger Clinic; Wilson Anderson, Jr.,MAT, Education Consultants of the Midwest, Inc., William N. Bender, Ph.D. from the University of Georgia, and the Beloit Improvisational Theater Troupe of Beloit, KS.

C. Wilson Anderson compiled an ADD Trainer's Master Roster on December 5, 1994. The Master Roster contained 148 names of trainers.

Implementation Objective 10.0: To implement a system to disseminate statewide and national successful model and training outcomes.

Activity 10.1: Update KSBE toll-free operators regarding information resources available from project.

A toll-free number has been established at the KSBE offices and operators supply information from the project. Information is available from the office specific to the number of calls received related to attention deficit disorders.

Activity 10.2: Develop/disseminate public awareness materials regarding resources available from the project.

- Attention Deficit Disorder: A Common But Often Overlooked Disorder Of Children. video was completed in December 1994.
- ADD Materials Dissemination Project.
  Providing An Appropriate Education To Children With Attention Deficit Disorder. (Educator's Packet)
  Getting Acquainted With Attention Deficit Disorder (Parent's Packet).
  (ADD - Grant Brochures prepared during the second year are available.)

Education service centers have been selected to house materials, disseminate materials, and provide technical assistance as needed. They are: Southeast KS Education Service Center (609), N. Central KS Education Service Center (621),

Education Services and Staff Development Association of Central KS (622), Area Resource Center of Central KS (623), Iuka Center for Excellence in Education (624), Southwest Plains Regional Service Center (626), South Central KS Education Service Center (628), and Smoky Hill/Central KS Education Service Center (629).

Guidelines have been developed for the dissemination of information and for technical assistance.

Activity 10.3: Monitor and use national and state bulletin boards on a daily and weekly basis.

Electronic boards are monitored daily by the Student Support Services staff. Boards are also used by the project to announce training opportunities.

Activity 10.4: Update materials in KSBE resource holdings; purge, identify needs and enter new holdings.

A comprehensive reference is included as the bibliography for the preservice and inservice modules.

Activity 10.5: Respond to consultative requests from LEAs, IHEs, parents, and other constituents.

Telephone logs and travel logs are maintained by project staff. Project staff appears responsive to each inquiry related to the project. Correspondence records show that the project director has responded to request for information from the following parts of Kansas: Wichita, Edson, Colby, Elk-Chautauqua Counties, Pratt, Clearwater, Tonganoxie, Silver Lake, Overland Park, Great Bend, Hutchinson, Olathe, Goddard, Holton, Marquette, Topeka, Greensburg, St. George, Lyons, Riley, Concordia, Oskaloosa, Oberlin, Jetmore, Parsons, Salina, Gardner, Prairie Village, Lyndon, Osage City, Osawatomie, Baxter Springs, Marion, Valley Center, Derby, Lawrence, Independence, Emporia, ElDorado, Sudan, Burlington, Shawnee, Ottawa, Hays, Chase, and Bonner Springs.

In addition records show correspondence during this year to: Hilton, NY; Maple Heights, OH; Independence, MO; Olympia, WA; St. Petersburg, FL; Fulton, MS; and the United States Department of Education.

Activity 10.6: Refine the project dissemination plan which includes presentation on the state and national levels.

Joan Miller conducted inservice in Salina, Andover and LeCompton during this project year and presented at the 1995 Kansas Speech & Hearing Association Convention in Lawrence, KS, the State CEC Convention in Hutchinson and the Kansas Orton Society Conference in Topeka. She was also a panel participant at the POZEZ

Education Center in Topeka.

In addition to specific technical assistance Wilson Anderson reports making presentations to 13 non-grant educational agencies during the 3rd year.

Activity 10.7: Delineate content and format for project newsletter, publicity, presentations, public service announcements, and training materials.

The October 1995 issue of Spotlight on Kansas (KSBE) contained the article "Attention Deficit Disorder Grant". In the article Joan Miller addressed concerns for children with attention deficit disorders and training opportunities for educators and parents.

Activity 10.8: Develop a consortium between Missouri and Kansas and identify liaisons in each participating state.

A list of consortium members includes 37 CHADD chapters or individuals from Missouri and Kansas.

The KS/MO ADD Consortium meeting was held in Lawrence, KS on February 22, 1995. Attending at the meeting were 13 members of the ADD Advisory Council and 8 members form the KS/MO Consortium.

Activity 10.9: Initiate a needs assessment process in each state.

Educational Needs and Issues in Missouri and Kansas was the first item on the agenda during the consortium meeting (May 7, 1994). This was completed during the second year of the project.

Activity 10.10: Initiate training activities in each state.

The conference, "Family ADHD Conference: ADD Beyond Now" was held September 16, 1995 in the Village Church, Prairie Village, KS. Sally Pisarchick from Ohio was the featured speaker. The conference also include separate activities for children. Registration list indicates that 98 individuals were enrolled.

Activity 10.11: Establish pilot model sites in each state.
Activity 10.12: Evaluate the effectiveness of the sites.
Activity 10.13: Convene the State Liaisons and other relevant participants. Meet twice annually to assess the progress of the region in meeting the purposes of the project.

Progress on activities 10:11, 10.12 and 10:13 was not accomplished at the level originally intended when the project started. Attempts were made each year through advisory meetings and the parent conferences. Three training ADHD Parent programs

have been rescheduled and recently announced. They are scheduled for March 2, 1996 (Salina, KS); May 4, 1996 (Warrensburg, MO); and May 18, 1996 (Colby, KS).

Implementation Objective 11: To establish procedures for planning and evaluating project activities to assure attainment of objectives.

Activity 11.1: Develop activity logs and major activity assignment sheets for the Project Staff to record actions taken on project objectives, time frames, and next steps.

Several tools or resources have been developed for recording progress on project objective and meeting predicted time frames. First the original application contains a comprehensive evaluation plan identifying specific goals, objectives, and activities; evaluation instrument/procedures; evaluation criteria; staff responsible; and time line. Second, the project director and support staff have developed a recording/filing system for each activity which references the evaluation plan. Finally, an easy to read report sheet has been developed which identifies key accomplishments for each year of the project.

Activity 11.2: Report progression activities to the SEA Supervisory Group, project Advisory Council, and at regularly scheduled KSBE special education staff meetings.

A meeting was held on February 22, 1995 for the ADD Advisory Council. Progress on the project was provided by Joan Miller,Susan Lieberman, Kay Rutherford, Julie Fletcher, and Wilson Anderson.

Joan Miller reports that project information and progress is reported routinely to internal councils and colleagues.

Minutes to the board meetings for the Kansas State Board of Education include presentations and requests related to the project.

Activity 11.3: Convene the KSBE Supervisory Group, as necessary, to consider alternative strategies or potential revisions of operational procedures.

Joan Miller has convened the ADD Advisory Council for the purpose of sharing information and receiving feedback. Records indicate that personal contact was made with council members to set a date convenient for the majority of the members.

Joan Miller has documented her formal and informal meetings with Supervisory Group members related to project development and implementation. Telephone calls, memorandums and letters track decisions that are made.

Activity 11.4: Incorporate newly formulated strategies and revisions into project procedures.

Strategies implemented throughout the project are reflected in changed time lines for the completion of modules and the video tape, the decision not to produce a technical assistance module, plans for documenting local mini-team training, the implementation of an additional training session and the rescheduling of parent training based on interest and enrollment.

Activity 11.5: Request approval by the Office of Special and Rehabilitation Services (OSERS) project officer of any major changes.

The request for No-Cost Time Extension to December 1995 was formally made to the Office of Special and Rehabilitation Services.

Activity 11.6: Carry out designated evaluation activities.

The project staff has conducted evaluations of the products, materials and presentations related to this project. Activity evaluations are maintained and are available for review. The completion of this evaluation activity is the final step in completion of the stated responsibilities during the third year of the project.

SUMMARY

The evaluation report for the third year of SEA-IHE COLLABORATIVE INSERVICE, PRESERVICE AND MINI-TEAM PERSONNEL PREPARATION PROJECT FOR SERVING STUDENTS WITH ATTENTION DEFICIT DISORDER has been prepared by comparing project goals, objectives, activities and reported accomplishments with available documentation. Overall this reviewer found that the majority of the activities were completed as proposed in the application. The following are accomplishments of the project that will contribute to the field:

- successful completion of the inservice training modules for mini-teams,
- on-going training of local teams by the mini-teams,
- production and distribution of the video tape,
- successful completion and distribution of the preservice training modules to colleges and universities,
- production of awareness materials that can be helpful to families and to the professional field,
- provision of technical assistance and information brokerage,
- development of a cadre of professionals who are very knowledgeable about students with attention deficit disorders and willing to work together.

Training, products and technical assistance are the primary accomplishments during this project's third year. Project personnel were able to use the third year for training a some refinement due to their successful completion of the modules in the previous years. The project director has remained committed to fulfilling the projects goals and objectives by requesting appropriate carryover of funds and a Non-Cost Time Extension. Additional training opportunities have been scheduled beyond the original plan. Professionals, parents and students benefit from these decisions.

The project staff should be encouraged to consider nontraditional places to disseminate project materials. These areas could include educational personnel not normally involved in special education training (i.e. United School Administrators, preservice activities for nonspecial education college students, teacher associations, and local school law presentations.

The project staff has continued to demonstrate excellent grant management by making continuous progress on management and implementation goals, maintain appropriate financial and activity records. This particular project staff should be able to assist other project teams in maintaining accountable practices and records for grant sponsors.

In conclusion the third year of the Attention Deficit Disorder Personnel Preparation Project has successfully met its goal and objectives and has developed and disseminated its proposed activities and products. The project has reached over four thousand professionals and parents (refer to Appendix C. letter of December 6, 1995 to Janice S. Ancarrow). The educational success of thousands of students can

be impacted in a positive way by this project. Tax payers and legislators should be very pleased with accomplishments and efficiency of this project.

APPENDIX A

Evaluation Plan Table

SEA-IHE Collaborative Inservice, Preservice
and Mini-Team Personnel Preparation Project
for Serving Students with Attention Deficit Disorder.

Year 3

TABLE 7
EVALUATION PLAN
(Year One--October 1, 1992-September 30, 1993)

Goals, Objectives and Activities		Evaluation Instrument/ Procedures	Evaluation Criteria	Staff Responsible	Timeline
Management Goal 1: Recruit, train, and monitor performance of key personnel.				Project Administrator, Key Personnel	October-November 1992
1.1	Develop job descriptions.	Job descriptions developed.	Job descriptions meet job standards.		
1.2	Recruit personnel.	Recruitment procedures implemented.	Criteria are followed.		
1.3	Establish committee to assist in staff selection.	Selection committee established.	Composition of committee meets requirements.		
1.4	Employ staff.	Staff employed.	Composition of committee meets requirements. Staff possess qualifications.		
1.5	Assign objectives to staff based on job descriptions and establish time frames and criteria for completion.	Job standards developed.	Job standards reflect project goals, objectives, and activities. Documentation of conferences, summaries of evaluation.		
1.6	Monitor performance through weekly reports and conferences with staff about tasks accomplished, obstacles encountered, assistance required, and next steps.	Weekly conferences conducted.	Documentation of conferences, summaries of evaluation.		

Goals, Objectives and Activities		Evaluation Instrument/ Procedures	Evaluation Criteria	Staff Responsible	Timeline
1.7	Add new staff if vacancy occurs or additional staff is required. If employment of staff is necessary, the Project Administrator will work with the Director of Personnel.	Job descriptions developed. Recruitment procedures implemented.	New staff hired.		
Management Goal 2: Establish procedures for planning and evaluation of project activities to assure attainment of objectives.				Project Administrator. Key Personnel	October 1992 - January 1993, Ongoing
2.1	Conduct an analysis of project work scope.	Written notes on analysis of work scope.	Documentation of project work scope.		
2.2	Establish activity logs and major activity assignment forms for staff to record actions taken on project objectives, time frames, and next steps to be taken.	Activity logs.	Content of logs reflect necessary data.		
2.3	Report progress on activities to the State Board of Education, Board of Regents, CSPD State Committee, State Special Education Advisory Council, Project Advisory Council, and at regularly scheduled KSBE team meetings.	Groups/committees chosen for project.	State Board/committee announcements, agenda, minutes.		
2.4	Use input from in-house advisory groups to consider obstacles in terms of either: 1) possible strategies to overcome obstacles or 2) potential need for revision of operational procedures.	Written notes on input.	Documentation of input considerations for change.		

Goals, Objectives and Activities		Evaluation Instrument/ Procedures	Evaluation Criteria	Staff Responsible	Timeline
2.5	Incorporate strategies and revisions into project procedures.	Revise project procedures.	Documentation of use of procedures.		
2.6	Request approval by U. S. Department of Education project officer for any major changes.	Written request to USDoE.	Approval received.		
Management Goal 3: Develop and maintain linkages.				Project Staff	October 1992, Ongoing
3.1	With the assistance of both the internal and external advisory groups, identify entities who will participate in contributing to each phase of the project, as well as those who should be kept informed of project activities, type of information needed, and individual contact persons with whom to communicate.	Written procedures to identify entities to participate.	Content and implementation of procedures accomplished for the identification of the participating entities.		
3.2	With the assistance of both the internal and external advisory groups, determine linkage procedures for each entity (i.e., written reports, meetings, telephone, etc.) and establish time frame and staff assignment for contacts.	Written procedures to determine linkage activities.	Records containing necessary data.		
3.3	Maintain records of linkage time frames, procedures employed, information, and accomplishments.	Written records of linkage activities.	Records contain necessary data.		

Goals, Objectives and Activities		Evaluation Instrument/ Procedures	Evaluation Criteria	Staff Responsible	Timeline
Management Goal 4: Develop and implement fiscal and administrative control system.				Project Staff	October 1992, Ongoing
4.1	Establish and implement procedures for contracting for needed services.	Written procedures for contracting are developed.	Procedures are implemented and are functional.		
4.2	Develop and implement project accounting procedures to assure compliance with U.S. Department of Education (USDoE) and State regulations.	Accounting procedures are developed.	Procedures are implemented and provide accurate, complete data.		
4.3	Monitor budget expenditures.	Budget records.	Reconcile with KSBE Fiscal Management.		
4.4	Establish a project filing system using a taxonomy relevant to project objectives/ activities and project evaluation data management.	Project filing system developed.	System is implemented and provides easily retrievable, complete data.		

Goals, Objectives and Activities	Evaluation Instrument/ Procedures	Evaluation Criteria	Staff Responsible	Timeline
Implementation Objective 1: Establish Training Sites.			Project Administrator, Key Personnel	November 1992, 1993, 1994
Activities:				
1.1 Identify annually area education service centers, cooperatives, and local education agencies that do not have trained mini-teams.	Written record of sites with and without trained teams.	Written record on file.		
1.2 Communicate with the local administrators of potential sites to determine need and interest.	Letters.	Letters on file.		
1.3 Identify sites and schedule training.	Letters confirming scheduled sites.	Letters on file.		
Implementation Objective 2: To Develop Inservice Training Modules.			Project Administrator, Selected Consultants, Advisory Council	January 1993, Ongoing
Activities:				
2.1 Develop modules.				
2.1.1 Identify competencies.	Written description of competencies.	Written descriptions on file.		
2.1.2 Develop the inservice training modules.	Written modules.	Written modules on file.		

Goals, Objectives and Activities	Evaluation Instrument/ Procedures	Evaluation Criteria	Staff Responsible	Timeline
2.2 Field test modules.	Schedule of field test activities and activity log.	Schedule and log on file, ITV schedules and videos.		
2.3 Revise modules.	Revised modules.	Written modules on file.		
Implementation Objective 3: To Develop Consultation/Technical Assistance Modules.			Project Administrator, Selected Consultants, Advisory Council	January 1993, Ongoing
Activities:				
3.1 Develop modules.				
3.1.1 Identify competencies.	Written description of competencies.	Written descriptions on file.		
3.1.2 Develop the consultation/technical assistance modules.	Written modules.	Written modules on file.		
3.2 Field test modules.	Schedule of field test activities and activity log.	Schedule and log on file and participant evaluations.		
3.3 Revise modules.	Revised modules.	Written modules on file.		

Goals, Objectives and Activities	Evaluation Instrument/ Procedures	Evaluation Criteria	Staff Responsible	Timeline
Implementation Objective 4: To Develop Preservice Training Modules.			Project Administrator, IHE Representatives, Selected Consultants, Advisory Council	January 1993, Ongoing
Activities:				
4.1 Develop modules.				
4.1.1 Identify competencies.	Written description of competencies.	Written descriptions on file.		
4.1.2 Develop the preservice training.	Written modules.	Written modules on file.		
4.2 Field test modules.	Schedule of field test activities and activity log.	Schedule and log on file and participant evaluations.		
4.3 Revise modules.	Revised modules.	Written modules on file.		

Goals, Objectives and Activities	Evaluation Instrument/ Procedures	Evaluation Criteria	Staff Responsible	Timeline
Implementation Objective 5: To Train Mini-Teams to Enable Them to Provide Technical Assistance and Direct Training to Local Personnel Serving Students with ADD.			Project Administrator, LEA Representatives, Selected Consultants	August 1992, 1993, 1994
Activities:				
5.1 Provide workshops for mini-team members.	Written agendas and schedules, lists of participants.	Agendas, schedules, lists of participants, and log of activities on file.		
5.2 Evaluate and revise team training.	Pre- and post-tests of knowledge, trainee evaluation of training.	Team training revised and on file.		
Implementation Objective 6: To Train Local Education Personnel Through Inservice Provided by Mini-Teams.			Mini-team members.	December 1992, Ongoing
Activities:				
6.1 Provide training to local personnel.	Written agendas and schedules, lists of participants.	Agendas, schedules and lists of participants on file.		
6.2 Evaluate and revise team training.	Pre- and post-tests of knowledge, trainee evaluation of training.	Team training revised and on file.		

Goals, Objectives and Activities	Evaluation Instrument/ Procedures	Evaluation Criteria	Staff Responsible	Timeline
Implementation Objective 7: To Assure the Quality of Inservice Training Provided by Mini Teams to Local Personnel.			Project Staff, Selected Consultants, Evaluator	December 1992, Ongoing
Activities:				
7.1 Observe mini-team training.	Observation checklist.	Completed checklists.		
7.2 Evaluate mini-training.	Evaluation form.	Mini-team training meets evaluation criteria.		
7.3 Provide corrective feedback to mini-teams.	Observation check-list. Evaluation forms.	Changes made as result of feedback.		
7.4 Repeat the above activities until mini-teams are proficient.	Repeat of activities 7.1-7.3.	Proficient mini-teams.		
Implementation Objective 8: Provide Preservice Training to Prepare Future School Personnel to Serve Students with ADD.			IHE Representatives, Selected Consultants	September 1993, Ongoing
Activities:				
8.1 Provide preservice training.	List of training courses provided.	List of courses on file.		
8.2 Provide relevant practical experiences.	Record of training, grading standards.	Record of training on file.		
8.3 Evaluate and revise training modules.	Trainee evaluation of training.	Above average rating by trainees.		

Goals, Objectives and Activities	Evaluation Instrument/ Procedures	Evaluation Criteria	Staff Responsible	Timeline
Implementation Objective 9: Provide consultation to LEA staff.			Project Administrator, Key Personnel, Consultants	October 1992, Ongoing
Activities:				
9.1 Provide technical assistance when requested.	Log of consultation.	Log on consultation on file.		
9.2 Act as a broker for LEAs to locate consultants with expertise in serving students with ADD.	Log of consultation.	Log on consultation on file.		
Implementation Objective 10: To Implement a System to Disseminate Statewide and Nationally Successful Module and Training Outcomes.			Project Staff, Advisory Council, Kansas/Missouri Liaisons	October 1992, Ongoing National activity years two and three
Activities:				
10.1 Update KSBE toll-free operators regarding information and resources available from the project.	Implement role of toll-free operator.	Listing and analysis of calls received.		
10.2 Develop/disseminate public awareness materials regarding resources available from the project.	Public awareness materials available.	Measured impact of materials and their contents.		
10.3 Monitor and use national and state bulletin boards on a daily and weekly basis.	SpecialNet is available.	Log kept of SpecialNet mail.		

Goals, Objectives and Activities		Evaluation Instrument/ Procedures	Evaluation Criteria	Staff Responsible	Timeline
10.4	Update materials in KSBE resource holdings; purge, identify needs and enter new headings.	Materials are updated in resource holdings. Holdings entered.	Listing of relevant materials. Listing reflects new holdings.		
10.5	Respond to consultative requests from LEAs, IHEs, parents, and other constituents.	Consultant requests are recorded.	Responses to requests are logged.		
10.6	Develop a draft project dissemination plan which includes presentations at the state and national level.	Dissemination Plan developed.	Log of dissemination efforts.		
10.7	Delineate content and format for project newsletter, publicity, presentations, public service announcements and training materials.	Index of content and description of format for materials.	Content and format of materials receive desired level of evaluation ratings.		
10.8	Develop a consortium between Missouri and Kansas and identify liaisons in each participating state.	Written communication with states.	Liaisons identified.		
10.9	Initiate a needs assessment process in each state.	Needs assessment conducted.	Needs data collected and analyzed and a plan developed.		
10.10	Initiate training activities in each state.	Training activities initiated.	Training plan developed and implemented.		
10.11	Establish pilot model sites in each state.	Written communication with states.	Pilot model sites established.		

Goals, Objectives and Activities		Evaluation Instrument/ Procedures	Evaluation Criteria	Staff Responsible	Timeline
10.12	Evaluate the effectiveness of the sites.	Evaluation form of site effectiveness.	Site effectiveness evaluated and revised if necessary.		
10.13	Convene the State Liaisons and other relevant participants. Meet twice annually to assess the progress of the region in meeting the purpose of the project.	Agendas and participant list.	Projects are meeting purpose.		
Implementation Objective 11: To Establish Procedures for Planning and Evaluation of Project Activities to Assure Attainment of Objectives.				Project Administrator, Evaluator, Researcher(s)	October 1992, Ongoing
11.1	Establish activity logs and major activity assignment sheets for project staff.	Activity logs and assignment sheets.	Activity logs and assignment sheets maintained on file and up to date.		
11.2	Report progress on activities to the SEA supervisory group, Project Advisory Council, and at regularly-scheduled KSBE Special Education staff meetings.	Written quarterly reports and oral reports.	Quarterly reports approved by administrators on file; oral reports noted in appropriate minutes.		
11.3	Convene the KSBE Supervisory Group as necessary to consider obstacles in terms of either alternative strategies or potential revisions of operational procedures.	Minutes of meeting, including written recommendations.	Minutes on file, recommendations implemented and evaluated according to existing procedures for the activity.		
11.4	Incorporate newly-formulated strategies and revisions into project procedures.	Existing instruments/procedures for the given activity.	Evaluated according to existing procedures for the activity.		

Goals, Objectives and Activities		Evaluation Instrument/ Procedures	Evaluation Criteria	Staff Responsible	Timeline
11.5	Request approval by OSERS project officer of any major changes.	Written request submitted to project officer.	Written report and response on file.		
11.6	Carry out designated evaluation activities.	Evaluation instruments as identified in the plan.	As specified in the plan.		

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APPENDIX B

No-Cost Time Extension (NCTE) Request

SEA-IHE Collaborative Inservice, Preservice
and Mini-Team Personnel Preparation Project
for Serving Students with Attention Deficit Disorder.

Year 3

NO-COST TIME EXTENSION (NCTE) REQUEST

GRANT NUMBER H29K20349-95
October 1, 1994 - December 31, 1995

	Original Budget	NCTE Request
Personnel	$ 16,486	$ 5,971
Fringe	5,440	2,248
Travel	2,480	937
Equipment	- 0 -	- 0 -
Supplies	3,500	2,400
Contractual	26,000	8,200
Other	44,333	23,501
Indirect	5,989	- 0 -
TOTAL	$	$43,257

Justification for Statewide LEA Personnel Development

The mini-team training for LEAs has been highly successful, however because of the nature of the training model implemented in the grant, there is a significant portion of the state which has not yet received training. There is a need to attempt to reach more educators through a statewide effort which might be accomplished through a one-time training seminar. The location and date have not yet been agreed upon.

Justification for KS/MO Parent Training

The KS/MO Consortium of Parents of Students with Attention Deficit Disorders has been created and the Parent Training Module has just been completed. Due to delays in getting the module printed, the parent training portion of the grant has not been implemented. There will be one training for parents in Missouri and two for parents in Kansas. Trainings dates have been tentatively agreed upon for October, November and December.

Justification for Future Dissemination Process

Three training modules (IHE, LEA, and Parent) have now been completed. An introductory video about ADD; a complete training video that goes with the LEA module; two brochures about ADD; information packets for LEAs, Coordinators of ChADD and ADD groups, and parent packets are available upon request. The state/nationwide dissemination process has not yet been designed.

Justification for Continued Support Staff

With the amount of work left to be completed on this project, there is a need to continue the support staff until December 31, 1995, the close of the no cost time extension.

APPENDIX C

Annual Performance Report

SEA-IHE Collaborative Inservice, Preservice
and Mini-Team Personnel Preparation Project
for Serving Students with Attention Deficit Disorder.

Year 3

SEA-IHE Collaborative Inservice, Preservice and Mini-Team Personnel Preparation Project for Serving Students with Attention Deficit Disorder.

Project Number H029K20349

Three Year Project Summary
October 1, 1992 - December 31, 1995

by

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514 N. Main
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February 11, 1996

The purpose of this report is to document the accomplishments of Grant #H029K20349, **SEA-IHE COLLABORATIVE INSERVICE, PRESERVICE AND MINI-TEAM PERSONNEL PREPARATION PROJECT FOR SERVING STUDENTS WITH ATTENTION DEFICIT DISORDER**. This project was initially funded on October 1, 1992 and completed on December 31, 1995. The stated goals of this project included the following:

Goal 1: **Develop and field test inservice/preservice modules for general and special educators and related services personnel.**

Goal 2: **Develop and field test parent training modules.**

Goal 3: **Train regional teams of educational personnel to serve as inservice providers and consultant/resource persons for local education agency staff and parents.**

Goal 4: **Create a system for ongoing inservice training and dissemination of the training modules upon completion of the project.**

This three year grant was funded by the U.S. Department of Education for the purpose of training professionals to meet the needs of students with attention deficit disorder. This report describes the accomplishments of the project and its potential impact.

PROJECT SUMMARY - ACCOMPLISHMENT OVER THREE YEARS

Goal 1: Develop and field test inservice/preservice modules of general and special educators and related services personnel.

Training modules were developed, field tested, revised and disseminated to mini-team trainers and university/college instructors and parents. The modules are quality products that provide trainers with teachable units, masters for transparencies, handouts and evaluations. Contents include the unit topics of:

What is Attention Deficit Disorder
What Causes Attention Deficit Disorder
Attention Deficit Disorder and the Family
Federal Laws and Regulations Related to Attention Deficit Disorder
School-Based Evaluation and Assessment Processes
Medication
Educational Strategies
Behavioral Strategies

Goal 2: Develop and field test parent training modules.

The parent training was the most difficult part of the project to attract participants. Meetings were scheduled and canceled based on low registration. Project staff remain committed to providing this service and have rescheduled three parent training opportunities in March and May 1996. Sites have been selected in Kansas and Missouri. Scholarship are being offered to help defray workshop expenses.

Training includes: Medical Interventions, Educational Interventions, Behavioral Interventions, and Parental Interventions.

Goal 3: Train regional teams of educational personnel to serve as inservice providers and consultant/resource persons for local education agency staff and parents.

Training was initiated during the first year of the project and continued through the three years of the project. The two day training was very effective in improving the knowledge of participants. Project staff developed a very impressive internal group that developed modules and presented regional training. The reputation of each project trainer added to the high level of creditability of the project. Regional mini-team training was conducted in 8 individual sites over the three years.

Project personnel provided technical assistance to local consultants/resource persons. Follow-up was also conducted to record the training that was conducted locally after the regional training was completed.

Goal 4: Create a system for ongoing inservice training and dissemination of the training modules upon completion of the project.

Project materials have been disseminated to persons trained through the project. This includes local educators and university/college instructors. Videos produced, recorded and purchased during the project are also available. The toll free number is used to address individual concerns and request across the state. Likewise request from across the nation have been provided with materials produced through this project.

Eight education service centers have been selected and provided funds to house materials, copy and disseminate materials, and provide technical assistance as needed.

CONCLUSION

SEA-IHE COLLABORATIVE INSERVICE, PRESERVICE AND MINI-TEAM PERSONNEL PREPARATION PROJECT FOR SERVING STUDENTS WITH ATTENTION DEFICIT DISORDER (Grant #H029K20349) has provided the nation with useful materials for training parents, educators and future educators about appropriate

instruction for students with attention deficit disorders. This project has accomplished its goals by working with parents, educators, university and college personnel, students, and private professionals. Individuals to receive credit for making a difference in the skills of over a thousand educators and parents and in the lives of thousands of students across the United States are: Joan Miller (project director);Michele Berg, Ph. D.(Director, Menninger Center for Learning Disabilities); Sergio Delgado, M.D. (Staff Child Psychologist-The Menninger Clinic); Carleen Franz, Ph.D.; Trudy Stegelman, M.S.; C. Wilson Anderson, Jr., M.A.T.; and Steve Colson, Ph. D.(The University of Kansas Medical Center); Susan Lieberman.